

MAILING INSTRUCTIONS: The ORIGINAL and ONE (1) copy of this plan must be RECEIVED at the STATE address indicated by 5:00 p.m., September 29, 2006.

MICHIGAN DEPARTMENT OF EDUCATION

August 21, 2006

CONTINUATION PLAN ANNOUNCEMENT

2006-2007 Great Parents, Great Start Program Grants

This plan packet includes:

Continuation Plan Announcement

| | |
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| Part I | General Information |
| Part II | Additional Information |
| Part III | Review Process Information |
| Part IV | Program Requirements |
| Part V | Plan Information and Instructions |

Plan Checklist

Attachments

Plan Form (IM-02-66)

NATURE OF ACTION REQUESTED: X VOLUNTARY

The Department of Education is pleased to announce the 2006-2007 Great Parents, Great Start Program Grants. The program is supported through Section 32j of the State School Aid Act, as amended, Public Act 342 of 2006. The Great Parents, Great Start Program Grants provide \$5 million in continuation funding for collaborative community efforts to develop parent involvement and education programs. The programs must be designed for the families of children from birth to age five. The State Board of Education, at its June 13, 2006 meeting, approved revised criteria for the Great Parents, Great Start Program Grants.

The grant plan for the 2006-2007 Great Parents, Great Start Program Grants (Form IM-02-66), containing the necessary forms and instructions for completion, is available on-line at <http://www.michigan.gov/mde>. Click on "keywords" in the tool bar at the top of the page. A drop-down menu will include Great Parents, Great Start, and clicking on that item will immediately allow the user to select the plan forms and instructions.

Completed plans must be received by mail at the Michigan Department of Education on or before 5:00 p.m., September 29, 2006. An original and one (1) copy (for a total of two) of the completed plan must be submitted at that time. Only those intermediate school districts meeting all of the conditions outlined will be approved for continuation. Questions concerning the 2006-2007 Great Parents, Great Start Program Grants may be directed to Jacqueline Wood, Consultant, Office of Early Childhood Education and Family Services at (517) 241-4741.

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**MICHIGAN DEPARTMENT OF EDUCATION
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES**

PLAN FOR 2006-2007 GREAT PARENTS, GREAT START PROGRAM GRANTS

PART I. GENERAL INFORMATION

INTRODUCTION

Supportive and stimulating early experiences are important for children's school success with family relationships providing the context and environment for children's early years. Improved school readiness and the maintenance of stable families are state priorities. The State Board of Education has among its priorities the fostering of investment in early childhood education and connecting schools and families.

The Great Parents, Great Start Program Grants are designed to serve all families having young children who wish to participate. Experience has shown that this approach reaches numerous at-risk families who have not previously been identified for services and assists young families with positive parenting skills.

Experience has also revealed that young families, regardless of income, often lack knowledge regarding their children's development and the needs of children for language stimulation and other cognitive and emotional opportunities. Linkage to community resources has been shown to be invaluable in providing services to depressed mothers and needed follow up for children with previously undetected hearing, speech, and vision difficulties. Many benefits for families are gained from strengthening the coordination and collaboration between schools and communities.

The evaluation of the All Students Achieve Program – Parent Involvement and Education (ASAP-PIE) Grant Program found that grantees whose services were linked closely with local community agencies:

- served a higher proportion of low-income children; and
- had enrolled children who showed the greatest improvement in communication, problem solving, and developmental delays.

Section 32j of the State School Aid Act for FY 2003-2004 established a parent education initiative, Great Parents, Great Start, on a statewide basis, which is continued for 2006-2007. Section 32j appropriates \$5 million for grants to intermediate school districts for the operation of this program.

Intermediate school districts are encouraged to provide innovative parent education and involvement models that particularly fit the needs of diverse families in their communities, as well as recognizing the importance of the community's historical, ethnic, linguistic and cultural resources. Given the limited funding available to serve both a universal and target population, projects are expected to align their parent education and involvement services as part of the broader existing community services that serve families with young children. Additional

strategies that are encouraged include linking updated ISD web sites to www.migreatparents.org and collaborating with initiatives funded by the Michigan Early Childhood Investment Corporation. Great Parents, Great Start funds may be used in conjunction with ongoing projects for the purpose of creating and/or expanding parent education and involvement opportunities within already existing services and materials. **Project funds may only be used for the program components funded under Section 32j. Funds should also not be used to supplant or duplicate existing community and district services.**

Additionally, **the experience and expertise of local partners should be collaboratively used so that Great Parents, Great Start services recognize and build upon individual family strengths and existing community services.** Each ISD must develop a program plan that demonstrates collaboration with local entities involved in providing services and programs to young children and their families. Collaboration should include joint planning, shared decision making, and shared leadership.

Programs funded under this section of the State School Aid Act must utilize the most current validated research-based methods and curricula for providing program components described in Section 32j (2). Selected methods and curricula may be used with identified target populations only when the Great Parents, Great Start target population matches the population upon which the research findings were based.

GRANT PURPOSE

The purpose of the Great Parents, Great Start Program Grants is fourfold: to improve school readiness, encourage early mathematics and reading, reduce the need for special education services, and to foster the maintenance of stable families. To achieve this purpose, each grant must offer programming that includes all of the following components:

- providing parents with information on child development from birth to age five;
- providing parents with methods to enhance parent-child interaction that promote social and emotional development of infant and toddlers, and age-appropriate language, mathematics, and early reading skills;
- promoting access to needed community services through a community-school-home partnership;
- providing parents with examples of learning opportunities to promote intellectual, physical, and social growth of children, five years of age and younger; and
- promoting marriage.

The focus of Great Parents, Great Start programming is parents and on fostering positive parenting behavior. Programming supports parents in their role as their children's first teachers.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal "Attain substantial and meaningful improvement in academic achievement for all students/children, with primary

emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

The Great Parents, Great Start Program Grants address the strategic goal by providing parent education and involvement opportunities through an integration of schools and communities. Opportunities must be available to any interested family with children birth to five years of age. Equal attention in the program plan should be given to including program components focused on families whose children would benefit from more intensive services to foster increased school readiness and family stability.

UNIVERSAL AND TARGET POPULATIONS TO BE SERVED BY GRANT

Services provided by the Great Parents, Great Start Program Grants must include low-intensity universal opportunities available to all families with children ages birth to age five residing in the applicant district(s) and who choose to participate. Universal services include newsletters, websites, newspaper inserts, community playgroups, book distribution, booth displays at community events, etc.

Projects may recognize and encourage involvement of parenting adults who may not be the child’s biological parents. *A parenting adult is any person with legal guardianship of the child, or the person who makes educational and care decisions for the child.* Projects must schedule universal services, locations and activities with flexibility to better reach diverse family groups, including working parents.

Because of the limited funding levels, grantees must scale their parent services and intervention efforts to reflect the level of family risk by providing some universal services for all parents with children birth to five years of age, and at the same time target a smaller identified group of families whose young children would benefit from higher, more intensive face-to-face services. **Each Great Parents, Great Start grantee is encouraged to consider maximizing funding by the development of a program plan that links parent education and involvement programming to existing community services that serve families with preschool children as compared to creating new ISD programs with limited funding.** The purpose of the linkage is to expand existing community services to include or expand school readiness, social/emotional development, early mathematics and literacy, and family stability components.

Evaluation of the ASAP-PIE program found home visiting, alone or in combination with group parent services, was the most likely service component to result in improvement of children’s development. It was further found that children with delays in personal-social or problem-solving skills appeared to benefit from involvement in parent-child playgroups.

For this reason, grantees are encouraged to offer on-going home visiting services to families within the target population. In addition, focused playgroups are also encouraged.

Grantees must provide a balance of Great Parents, Great Start funding directed towards both universal and intensive services so that universal services do not deplete the majority of grant dollars. Grantees may request that this balance be considered within the greater context of existing community services. Grantees and community partners must clearly document how they believe the needs for families would be better addressed if the grant funding balance was placed within a community context.

Grantees are also encouraged to maximize their funds by linking at the local level to four statewide efforts. The first involves linking to Great Start Community Collaboratives when and where they exist in communities. The second effort involves the ongoing update and expansion of the district's local web information found on the www.migreatparents.org website. The third involves working with local United Ways on their Born Learning™ campaign and with Public Broadcasting on their Parenting Counts (www.talaris.org) campaign. The fourth effort is a pediatric literacy program called Reach Out and Read® (www.reachoutandread.org) in Michigan hospitals, health clinics, and physician offices (see Attachment D).

ELIGIBLE GRANTEES

Eligible continuation grantees are intermediate school districts, funded in 2005-2006, who have satisfactorily met all grant requirements for the prior three years of this grant.

Eligible grantees must provide an assurance statement by September 29, 2006 that they will have an on-going collaboration with local entities. By September 29, 2006 grantees must also submit to the Department the Assurance of Commitment to Collaborate statements from community collaborative partners. ISDs are encouraged to include the local community collaborative, the regional 4C (Community Coordinated Child Care) agency, Public Health, Department of Human Services (DHS), Community Mental Health, Head Start, MSU Extension Service, local school districts, and other early childhood organizations.

Adequate collaboration between the ISD and local entities includes **schools and local entities working together in joint planning, decision making, and shared leadership** throughout the grant. It goes beyond referral, cooperation and coordination of services.

GRANT RANGE AND FUNDING LIMIT

All ISDs are invited to submit program plans to continue their Great Parents, Great Start program using this continuation plan format.

Great Parents, Great Start funding is available through Section 32j of the State School Aid Act. An ISD may apply for an amount not to exceed 150.358195 percent of the intermediate school district's 2005-2006 payment under Section 32j of the State School Aid Act. (See Attachment A for Fiscal Year 2006-2007 Amounts to Be Requested, pages 21-22.)

The ISD must demonstrate a documented match of 20 percent of the requested funds from local public or private resources. No more than one-half of this match, up to a total of 10 percent of the total project budget, can be in-kind goods or services. Program administrative maximum may not exceed 10 percent of the awarded grant funds.

LENGTH OF AWARD

Applicants must submit a budget for the period of October 1, 2006 – September 30, 2007. Carryover of funds is allowed into subsequent fiscal years. Carryover from earlier years' Great Parents, Great Start Program Grants are required to be spent out prior to FY 2006-2007 funds being used. Should a grantee plan to operate using 2003-2004, 2004-2005, and/or 2005-2006 funds beyond September 30, 2006 the submitted budget must also include the proposed carryover period, the specific funding years carried over, the carryover end date, and how the carryover will be spent prior to accessing FY 2006-2007 funds.

Continuation services must be operational no later than November 21, 2006. Note: Utilize Great Parents, Great Start carryover from prior years first to fund continuing services. All programs must operate through September 30, 2007.

REJECTION OF PROJECT PLANS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures and building construction, **HAND-DELIVERED GRANT PLANS ARE DISCOURAGED.** The ORIGINAL plan bearing ORIGINAL signatures (in blue ink) and one (1) copy (FOR A TOTAL OF TWO) of the completed plan **must be documented by delivery agent for delivery on or before September 29, 2006.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before September 29, 2006.** The original plan and copy should be enclosed in a sealed envelope within the mailing package. The checklist on page 20 must be completed and attached to the top of the original plan for appropriate check-in by the unit secretary. If the ISD uses a delivery service, the **dated receipt** for delivery service must be available to **validate the September 29** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application. **The applicant is responsible for contacting Rosalyn Williams at williamsr1@michigan.gov by October 2, 2006 if the applicant does not receive a faxed copy of the signed check-in form.**

- In case of late delivery of the plan, verification of appropriate delivery efforts will be required to participate in the grant process.

Plans sent by mail should be addressed to:

U.S. POSTAL SERVICE

Michigan Department of Education
Office of Early Childhood Education
and Family Services
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-8483

OVERNIGHT/EXPRESS

Michigan Department of Education
Office of Early Childhood Education
and Family Services
Hannah Bldg. – 4th Floor, Pillar H-17
608 W. Allegan Street
Lansing, Michigan 48933
(517) 373-8483

No facsimile transmissions will be accepted. Late plans, a plan submitted by facsimile, or a plan submitted, but not in accordance with the preparation instructions (below), will not be accepted and will be returned to the ISD **without review**.

PLAN PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Plans should be prepared simply and economically, with the project plan of the proposal **no more than 11 pages in length, with a font no smaller than Times 12 point.** All plan pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the plan must be kept to a maximum of two pages, unless requested. Such support documents are not counted in the eleven-page limit. Community collaboration forms are not included in the page limit. Do not include supplementary materials such as commercial publications and videotapes. **Incomplete plans or plans exceeding the page limitation or specifications will not be reviewed or considered for funding.**

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any program material developed with funding from this program, must contain the following statement: **“These materials were developed under a state grant awarded by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Plans must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the Michigan Department of Education, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds. See plan form, Part A-Assurances and Certifications.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department for assistance.

AVAILABILITY OF PLAN

This initiative represents the continuation of on-line access to grant proposals for the Department. The plan packet for this grant will be available via the Internet on the Department's home page. The grant program criteria and plan packet can be accessed via the Department's home page at: <http://www.michigan.gov/mde>. Click on "keywords" in the tool bar at the top of the page. A drop-down menu will include Great Parents, Great Start, and clicking on that item will immediately allow the user to select the plan forms and instructions. To print the material, you must have the Adobe Acrobat Reader loaded on your computer. This free software can be accessed at: <http://www.adobe.com>.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding plans should be directed to the Michigan Department of Education, Office of Early Childhood Education and Family Services, (517) 373-8483, or woodjac@michigan.gov.

PART II. ADDITIONAL INFORMATION

FUNDING PROCESS

The Michigan Department of Education will make the Great Parents, Great Start Program Grants available through a continuation process.

PAYMENT SCHEDULE

Payment to the grantee will be made through the State School Aid payment system once all prior GP,GS carry over has been expended.

FINANCIAL REPORTING

A final report of expenditures (including local match) will be required within 45 days of the grant ending date, showing all bills paid in full.

FINANCIAL MATCH

- The match must be used for the provision of services included in the plan. Funding used to support services other than those proposed cannot be used as match.

- There must be a documented local match of at least 20 percent of the state funds requested with no more than half of the match identified as in-kind goods or services. A larger match is allowed as long as the minimum requirement of cash match is met.
- Cash match is defined as an expenditure of cash that has been specifically designated for the proposed Great Parents, Great Start services and activities.
- Designated State School Aid funds may not be used as match due to Section 32j requiring match to be local public or private resources. ISD and LEA general fund dollars and undesignated Section 81 State School Aid funds may be used as cash match. **Michigan School Readiness Program funds and Section 32m State School Aid funds for monthly books to preschool children may not be used as match for the Great Parents, Great Start program.**
- In-kind contributions may include, but are not limited to, the value of contributed space and equipment, volunteer services, administrative overhead services, etc.
- *Example: ISD A is planning a \$60,000 project; requesting \$50,000 in grant funding. The ISD must provide local matching funds of at least 20 percent of the grant funds, or \$10,000. In-kind funding can satisfy no more than half of the match, or \$5,000, therefore a minimum of \$5,000 must be identified as local cash contributions to the project.*

CONTINUATION OF FUNDING

Continuation plans will be awarded to eligible recipients that demonstrate they are making sufficient progress toward meeting program goals and objectives. Determination of progress will be based on a written plan describing project activity related to each of the required program components. Great Parents, Great Start Program Grants will be funded for FY 2006-2007 with carryover allowed into subsequent years.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

All funded projects must establish measurable child and family outcomes related to school readiness and family stability for families receiving more intensive services. Measurable program goals and outcomes for the universal service component are also expected. A Final Narrative Summary Report on the implementation and attainment of the project goals and outcomes will be required of all successful applicants. The Michigan Department of Education will issue the format for this report with a return due date of November 1, 2007. The report, minimally, will ask for the information on the number of children and families served and a description of the services they received.

All funded projects will also be required to participate in an MDE-approved data collection and evaluation system, including use of selected data collection instruments for Great Parents, Great Start. Each successful grantee must agree to budget one-half of one percent of their district's Great Parents, Great Start funding towards a state evaluation to assess the effectiveness of Great Parents, Great Start services. Grantees must further agree to submit data as required on families and children receiving services and the services provided. **This requirement also includes community partners who are funded by an ISD to provide project services to families.**

Each grantee will also be required to provide a separate report to MDE by October 15, 2007 on:

- The total number of families who received targeted services under the Great Parents, Great Start Grant, including the number of these families whose income was below 200 percent of the federal poverty level (see guidelines on page 23);
- The total number of children who received targeted services under the Great Parents, Great Start Grant, with the number of these children whose family income was below 200 percent of the federal poverty level; and
- The types of targeted services provided to each family.

Information on each targeted child should be entered into the state's Single Record Student Database as part of the district's end-of-the-year reporting in July 2007.

The cost of data collection may be budgeted and is not included in the administrative maximum of 10 percent of the grant funds awarded.

On-site monitoring by MDE Office of Early Childhood Education and Family Services staff may be required.

PART III: REVIEW PROCESS INFORMATION

All plans will be reviewed by staff of the Michigan Department of Education. Only those plans meeting all identified criteria and not exceeding the total amount of funds available will be recommended for funding to the Superintendent of Public Instruction. All funding will be subject to approval by the Superintendent of Public Instruction. All ISDs who submit a plan will be notified of the Superintendent's action and have the right to appeal.

PART IV: PROGRAM REQUIREMENTS

Services funded through the 2006-2007 Great Parents, Great Start Program Grants are for parents or parenting adults with children in the period of life from birth to age five. Applicants must propose service delivery strategies to serve both a universal population of all families and a targeted group of families residing within the intermediate school district who have children age five or younger who are not yet eligible to attend kindergarten and who choose to participate. Contractual relationships with appropriate community partners may be considered when developing the plan for services.

Parent education and involvement projects must include the following required components, at a minimum: child development information, methods to enhance parent/child interaction, examples of learning opportunities, access to community resources, and promotion of marriage.

- **Child development information** may be provided using electronic, as well as more traditional means; i.e., web sites, local media spots, newsletters; newspaper articles, restaurant placemats, child development pamphlets placed in toy stores, educational materials and videos placed in hospital and DHS waiting rooms; etc.
- **Methods to enhance parent/child interaction** may be demonstrated, modeled and/or discussed in person during home visits, parent-child playgroups, and hospital visits after the birth of a child, etc.

- **Examples of parent/child learning opportunities** may be provided in person by a parent educator, through written materials, and mass media programming, etc. **All activities and materials must be age and developmentally-appropriate for the age of the child at the time of the child's involvement in the program. Parent/child learning opportunities must focus on the parent as the child's first teacher.**
- **Access to community resources** may include development of a **community resource network** of state, local, and private agencies/groups to assure that services provided to families are coordinated, and that families are able to access the assistance available to help prepare children for school and to foster the maintenance of stable families. This may include working in collaboration across community organizations to remove access barriers; to increase awareness across agencies about services that each agency offers; to assist parents with service referrals; to create common intake and release of information forms to be used by numerous community agencies; etc.
- **Promotion of marriage** may include providing families with information on healthy family relationships in a marriage, referrals to community and/or faith-based organizations for guidance and counseling, etc.

FOCUS OF PARENT EDUCATION SERVICES

The project plan should align with, and be part of, the broader local community collaborative plan to serve families with children birth to kindergarten entrance. The primary focus of Great Parents, Great Start is educational in nature, with the focus on parents and building individual family strengths to ensure the legislative purpose. As many families have needs beyond parenting education, the project is expected to provide higher risk families with referrals to community agencies to meet needs beyond parenting education services. Grants may be used to underwrite new services or to expand existing services within the context of the greater community's parenting services. Duplication of or supplanting existing services will not be approved.

The majority of parent education and involvement services should be directed to families with children younger than four years of age. Families who have children three and four years of age should be provided with connections to quality preschool programs such as Head Start, Michigan School Readiness Program, nationally accredited early childhood programs, etc.

ADDITIONAL PROGRAM REQUIREMENTS

- a. **Families may be charged participant fees for Great Parents, Great Start services as long as the fee is based on an established and reasonable sliding fee scale. Fees must be waived for participants unable to pay.**
- b. The project plan must demonstrate an adequate collaboration of local entities involved in providing programs and services for young children and their families. **Collaboration with an existing community committee concerned with the development of all young children is preferable, such as a work group or subcommittee of the community collaborative. Parents of young children should be members of the collaborative committee.**

- c. By September 29, 2006, each grantee should include in its plan a statement of assurance that the ISD will have adequate on-going collaboration with local entities involved in providing services to children, birth to five years and their families.
- d. It is recommended that the project plan be reviewed and supported by the local community collaborative. A form is provided on page 14 of the plan for this purpose or a letter of support indicating that the community collaborative has reviewed and supports the plan is to be submitted by September 29, 2006.
- e. By September 29, 2006, each grantee must submit to the Department Assurance of Commitment to Collaborate statements from community entities who will be collaborating on the grant.

PART V. PLAN INFORMATION AND INSTRUCTIONS

PART A – PLAN COVER PAGE

On the cover sheet, the intermediate school district submitting the plan must be fully identified, as well as the primary and secondary contact persons for this program. The ISD must serve as the fiscal agent for the grant. All boxes should be appropriately completed, including signatures, addresses, telephone numbers, and e-mail addresses. Please include the federal identification number of the ISD organization.

PART A (PAGES 1, 1a & 1b) – ASSURANCES AND CERTIFICATIONS

Assurances on page 1a must be included and affirmed through an original signature (in blue ink) on the original copy of page 1b of the plan.

PART B – YEAR 2006-2007 CONTINUATION PLAN (PAGES 2-8 OF FORM IM-02-66)

Each grantee submitting a continuation plan must provide a brief overview related to:

1. Community Collaboration (Narrative and page 2 of Form IM-02-66)

Highlight the role of individual community collaborative partners in the joint planning, shared leadership and joint decision-making related to the development of the 2006-2007 plan and its implementation. The overview in chart form should list each partner agency and how they are involved.

2. Services to Families and Children (Narrative and pages 3 & 4 of Form IM-02-66)

Provide a description of how the project's opportunities and services to families will align with and be part of the broader community early childhood collaborative plan.

The plan should address the following five components for parents:

- Information on the development of children birth to age five.
- Methods to enhance parent-child interaction that promote social and emotional development for infants and toddlers, and age-appropriate language, mathematics, and

early reading skills, including but not limited to, encouraging parents to read to their young children at least one-half hour per day.

- Examples of learning opportunities to promote intellectual, physical, and social growth of children birth to five years of age, including the acquisition of language, mathematics, and early reading skills that are age appropriate.
- Promotion of access to needed community services through a community-school-home partnership.
- Promotion of marriage.

The project plan must clearly provide a level of low-intensity universal services (e.g., newsletters, community playgroups, website) that will be available to all interested families with children birth to five years of age. A second level of higher more intensive face-to-face services must also be provided (such as home visiting, focused playgroup participation, etc.). Intensive services should be available to a smaller number of parents and children who could benefit from a higher degree of program involvement. For example, intensive services could be provided to parents who are in unstable family or home situations that may impede their children's school readiness. This may include parents:

- in poverty households.
- experiencing divorce whose children often experience emotional stress and decreased interaction with one or both parents.
- who are depressed and thus unable to interact with their children in a manner that fosters positive development.
- who are older and educated but who have little to no experience or understanding of young children and their development.
- whose primary language is other than English.
- who are providing foster care to children who experience multiple transitions that disrupt their development.

Each grantee must also briefly state how the proposed continuation plan will provide a balance of funding directed towards both universal and target populations.

The plan must not duplicate or supplant existing community parent education and involvement services. Further, the plan must indicate how it will direct the majority of its services towards families with children younger than four years of age and will provide connections to quality preschools for families with three- and four-year-old children.

3. Measurable Goals and Outcomes (pages 5 & 6 of Form IM-02-66)

The plan must identify:

- measurable program goals and outcomes for the project's universal services, and
- measurable child and family goals and outcomes related to overall school readiness and family stability for targeted families.

4. **Qualifications of Staff Providing Services to Families (page 7 of Form IM-02-66)**

Describe how project staff meet the legislative requirement “educators are trained in child development to help parents understand their role in their child’s developmental process, thereby promoting school readiness and mitigating the need for special education services.”

All program staff working with families must have at least either:

- Academic credit in child development, early childhood education or equivalent; **OR**
- a current certification as a parent educator for families of young children birth to five years of age through a recognized parent education body, such as Parents as Teachers®, Healthy Families America™, etc.

Note: Grant funds may not be used to train existing staff to meet this legislative requirement. A professional development plan for staff who do not meet this requirement must be approved by MDE prior to that individual providing direct services to families under this grant. Attach a professional development plan to the appropriate copy of page 7 for any individual yet to be qualified.

5. **Evaluation & Data Collection (page 8 of Form IM-02-66)**

The grant should confirm the grantee’s willingness to budget .005 percent of the district’s Great Parents, Great Start State funding towards a state evaluation and to use selected data collection instruments. Further, the grantee must indicate its ability to collect and report child and family data on target families (due to MDE by October 15, 2007) and to enter required child fields in the state’s Single Record Student Database by the end-of-the-year count in July 2007. Data due in October 2007 will include, at a minimum, family and child income, family size, child age and birthday, and project service components provided to the child’s parents. Attachment B, page 23, provides the 2006-2007 TANF Income Guidelines that grantees should use for this task.

The assurance also includes the understanding that community partners, who receive funding under this grant to provide targeted services, will provide the required reporting information to the ISD as needed. ISDs are encouraged to pursue this agreement in writing with each community service partner.

PART C – BUDGET (PAGES 9-13 OF FORM IM-02-66)

This section provides information to demonstrate that the project has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project and the funding available. **Indirect costs are not allowed.** The budget must cover the period from October 1, 2006 through September 30, 2007 or the ending date of carryover funds. Funds may be carried over into subsequent years.

Michigan Department of Education funds may be used for, but are not limited to:

- Staff needed to implement and administer the program, including all components;

- Instructional materials and supplies;
- Meeting costs, including costs for space rental, meeting materials, and refreshments, for both program meetings and community collaboration meetings related to the grant;
- Transportation costs for participants;
- Supplementary child care costs for parents attending meetings;
- Support services;
- Administrative costs including office occupancy costs, office supplies and materials, outreach and communication; for grantees and any contracted services, administrative costs are limited to 10 percent of the requested state funds (data collection costs do not count as part of this 10 percent limit);
- Staff development costs beyond initial required child development and parenting training;
- Travel necessary to enable project staff to implement the program;
- Equipment (items greater than \$5,000 should be listed under capital outlay); and
- Recruitment of participants and incentives for participation for hard-to-reach populations.

Given the limited funding available, any items given to families must be age-appropriate for the children's age near the time they are given; i.e., infant level books for infants and older preschool books for four year olds.

Michigan Department of Education funds may not be used to pay for:

- Stipends to encourage parent participation in services; and
- Construction.

Further, Great Parents, Great Start (Section 32j) funds may not be used to pay for:

- Preschool classrooms;
- Parent education for families enrolled in other early childhood programs that have a required parent involvement and education component;
- Training for caregivers other than parents or other parenting adults;
- Activities transitioning children to kindergarten;
- Monthly book distributions funded under Section 32m of the State School Aid Act;
- Materials related to elementary children;
- Parent education services to families prior to the birth of the child or to families whose children are eligible for kindergarten and choose to wait a year, or families of children involved in kindergarten; and
- Great Start Collaborative community planning and assessments.

Function Codes – The following function codes are approved for the Great Parents, Great Start program. The children served under this grant are considered pupils of the district for whom services are being provided to improve the children's school readiness. These services are not being provided as direct instruction services to the pupils. Rather, services are being provided through their parents, who are their children's first teachers.

*Function
Codes*

- 212 Guidance Services – Costs for home visiting staff and parent educators assigned or hired to support and guide parents in their role of their children’s teachers. Staff included under this code are those individuals directly working with families.
- 216 Social Work Services – Consists of those social work activities dealing with the problems of children that involve the home and preschool or child care.
- 220 Support Services – Instructional Staff – Consists of activities associated with assisting the home visiting and parent educator staff with the content and process of providing learning experiences for parents and children.
- 221 Improvement of Instruction – Consists of those activities that are designed primarily for assisting staff working directly with families. These activities include curriculum development; techniques of instruction; skills in home visiting; child development knowledge and understanding; in-service training and professional development for staff.
- 222 Library – Consists of those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials for family resource centers, mobile units, and home visits; and guiding instructional staff members in their use of books and materials, whether maintained separately or as a part of an instructional materials center.
- 223 Audiovisual – Activities such as selecting, preparing, caring for and making available to Great Parents, Great Start staff equipment, films, transparencies, tapes, and other similar materials.
- 224 Educational Television – Consists of those activities of planning, programming, writing, and presenting educational programs or segments of programs by way of closed circuit or broadcast television or radio.
- 225 Computer-Assisted Instruction – Consists of those activities concerned with planning, programming, writing, and presenting Great Parents, Great Start parent educational programs or segments of programs that have been especially programmed for a computer to be used as the principal medium of instruction.
- 226 Supervision and Direction of Instructional Staff – Costs for supervisory staff assigned to supervise program staff who work directly with Great Parents, Great Start families. The activities involving the coordination of home visitors and parent educators, as well as compliance monitoring of their work, are also included. Clerical support provided to the supervisor should also be included in this code.
- 227 Other Educational Media Services – Consists of educational media services other than those classified above.
- 229 Other Instructional Staff Services – Consists of activities other than those defined above to assist instructional staff.
- 233 General Administration – Use line 233 for the grant’s overhead costs; e.g., the costs associated with the ISD’s Great Parents, Great Start grant administrator, the cost of that person’s office and clerical support, as well as the costs of other ISD staff who work on overall project coordination and collaboration. If these individuals, as part of their role, also directly supervise staff who provide family services, the portion of the individual’s time spent in supervision should be coded under 226 and the time spent on administration should be coded under 233.

Note: In many ISDs the grant administrator works part time administrating the grant and part time in direct service role working with families, developing educational opportunities or supervising parent educators. In these situations, all direct service activities are coded to function codes other than 233.

- 252 Fiscal Services – Costs for the grant’s budgeting, payroll, purchasing, and accounting are coded under 252.
- 260 Operation and Maintenance – Line 260 can include the pro-rated cost of providing space in a building or mobile unit for the project and also includes costs for lease of space that is not part of the district. Janitors and maintenance costs, utilities and administrative phones are included in line 260. Security costs are also included.
- 270 Pupil Transportation Services – Consists of those activities concerned with the conveyance of children and families to and from Great Parents, Great Start related activities.
- 281 Planning, Research, Development, and Evaluation – Consists of those activities associated with the planning, research, development and evaluation of the grant program.
- 282 Information Services – Consists of those activities concerned with writing, editing, and other preparation necessary to disseminate educational, outreach and recruitment information to families or to the general public through direct mailing, the various news media, or personal contact.
- 283 Staff/Personnel Services – Consists of those activities concerned with maintaining an efficient staff for the Great Parents, Great Start program including recruiting and placement.
- 284 Data Processing Services – Consists of those activities concerned with preparing data for storage, storing data, and retrieving data for reproduction as information for the project management and the Michigan Department of Education.
- 300 Community Services – Liaison costs related to working with hospitals, physicians, early childhood education and care programs and employers to develop information sites and avenues at the community level may be coded to 300.
- 400 Outgoing Transfers and Other Transactions – Conduit-type (outgoing transfers) payments out of the general ledger in subgrantee situations, to local or intermediate school districts, universities, colleges, or other community agencies for the purpose of their provision of services under the grant are shown in line 400.

Note: Show subgrantees’ projected expenditures in the budget detail using the appropriate function codes. Vendor expenses are not to be included in the 400 function code.

The 100 series function codes may not be used for this grant. The education of children in classrooms and school building settings are the primary focus of the 100 function codes. The focus of Great Parents, Great Start, in contrast, is the education and support of parents in the role of their children’s teachers. This grant program does not focus on children in classrooms.

The grantee must complete the enclosed budget summary page and provide a separate budget detail, identifying expenditures that are allowable using the School District Accounting Manual (Bulletin 1022).

Status of Prior Years' GP,GS Carryover (Part C-1)

Grantees must spend out all previous years' Great Parents, Great Start funds prior to accessing FY 2006-2007 grant funds for program service delivery (Part C-1). Report the status of this carryover on Part C-1, page 9 of Form IM-02-66.

Budget Summary (Part C-2)

The fiscal and administrative personnel of the intermediate school district must complete the Budget Summary. The Budget Summary must include the total cost of the project (cell A), state funding (cell B), and local match (cell C—cash match and in-kind match) necessary to implement the project. Total funds requested under Section 32j should equal Box B (MDE share). Function codes must be in accordance with the codes listed on pages 14-16 of these instructions. Only show funds from Fiscal Year 2006-2007 on the Budget Summary. Do not include any prior years' carryover funds on the Budget Summary or Detail. FY 2006-2007 funds may be budgeted beyond September 30, 2007 as carryover by completing the "Ending Date" section of Part C-2, Budget Summary, page 10 of IM-02-66.

Budget Detail (Part C-3)

Beginning on page 11 of Form IM-02-66 and continuing on separate sheets of paper, explain in further detail each cost that appears on the Budget Summary. Use the function code and title from the Budget Summary to identify each amount, and then provide a greater detailed description of projected expenses. The format should include a column for total costs, Michigan Department of Education share, local cash match and local in-kind including all match sources.

Indirect costs are not allowed for this grant.

There must be a documented local match of at least 20 percent of the state funds requested. Cash contributions must equal at least 10 percent of the state funds requested, while in-kind goods or services of participating providers may be used for the other required match. See below for information on calculating the match required. A larger match is allowed as long as the minimum requirement of cash match is met. The budget and costs should reflect the activities proposed for the project. Local funds that are designated as match for other projects may not be used as match for this project. The budget and costs should reflect the activities proposed for the project.

Suggestions for local cash or in-kind match funds include, but are not limited to:

- A portion of the salary of current employees who will administer or consult with the project; pro-ration for the cost of office or meeting space, janitorial services and other maintenance provided for the program;
- A portion of the cost of the collaborative group, including pro-rated salaries, meeting costs, travel, etc.;
- Other sources used to provide funding for child care for children in the family while the parent(s) are participating in project activities;
- Federal funds targeted to help increase the academic skills of low-achieving students;
- Private and foundation funds; and
- The fees collected from families for participation in Great Parents, Great Start services.

Projects must budget one-half of one percent of their district's Great Parents, Great Start state funding towards a state evaluation to assess the effectiveness of Great Parents, Great Start services. These funds are to be transferred at a later date to the state selected evaluating entity. Projects may also wish to budget a small portion of the grant award for local data collection to support all required data reporting requirements.

Project budgets must also provide balanced funding directed towards both universal and intensive services so that universal services do not deplete the majority of grant dollars.

Local Match Sources (Part C-4)

Grantees are required to include information on the sources of the required 20 percent local match in Part C-4, page 12 of Form IM-02-66, of the budget detail. Sufficient information should be provided to ensure that the sources are allowable as match to this project.

Outgoing Transfer (Part C-5)

Projects that provide outgoing transfers of funds to community partner agencies or local districts must provide further detail on Part C-5, page 13 of Form IM-02-66 regarding the anticipated grant expenditures by partner agencies.

SUBRECIPIENT OR VENDOR

A **subrecipient** is an entity that receives grant assistance passed through from a prime recipient or another subrecipient to carry out or administer a program. Distinguishing characteristics of a subrecipient include items such as:

- Determining eligibility for assistance;
- Performance measured against meeting the objectives of the program;
- Responsibility for programmatic decision making;
- Responsibility for applicable program compliance requirements; and
- Use of the funds passed through to carry out a program of the sub-entity as compared to providing goods or services for a program of the prime recipient.

Provide budget detail showing funding for subrecipients as outgoing transfers on the budget summary. The budget detail should further show how and on what the subrecipient will be spending the funds. An example is provided as Attachment C of these Instructions, page 24.

A **vendor** is an entity generally responsible for providing required goods or services related to the administrative support of the grant award. These goods or services may be for the prime recipient or subrecipient's own use or for the use of beneficiaries of the program. Distinguishing characteristics of a vendor include items such as:

- Providing the goods and services within normal business operations;
- Providing similar goods or services to many different purchasers;
- Operating in a competitive environment; and
- Program compliance requirements do not pertain to the goods or services provided.

There may be unusual circumstances or exceptions to the distinguishing characteristics of a subrecipient and vendor listed above. In making the determination of whether a subrecipient or vendor relationship exists, the substance of the relationship is more important than the form of the agreement.

PART D – SUPPORT OF COMMUNITY COLLABORATIVE (PAGE 14 OF FORM IM-02-66)

Support for the 2006-2007 program plan by a local community-wide multi-agency planning group, such as the local community collaborative body, which includes a cross section of human service, education, and early childhood agencies is required. Applicants covering a multi-county region will need to seek support from additional community collaboratives.

PART E – ASSURANCE OF COMMITMENT TO COLLABORATE (PAGE 15 OF FORM IM-02-66)

Community collaboration for services to children and families through shared decision-making, joint leadership, cooperation, and referrals should be documented with this form and/or letters of support. Each agency described as a collaborative partner in the narrative sections of the project plan (Part B) should acknowledge its participation with a collaboration form or letter. In addition, each collaborative partner's statement of participation must indicate the nature of the partner's collaborative relationship to the project.

The Assurance of Commitment to Collaborate form may be duplicated as many times as necessary to indicate collaboration with multiple community entities. Include only those entities that have committed to working with the applicant in a collaborative manner during the continuation of the project.

PLAN CHECKLIST FOR GRANTEES

GRANTEE NAME _____ FAX (____) _____

- ☐ Is the narrative in a font no smaller than Times 12 point?
- ☐ Is the proposal plan no more than eleven pages in length?
- ☐ Is the Cover Page on the original signed by the authorized signatory?
- ☐ Is the Budget Summary on the original signed by the authorized signatories?
- ☐ Are the forms/attachments completed and stapled to the original and one copy in the following order?
 - ☐ Part A. Cover Page with original signature by the authorized signatory
 - ☐ Assurances and Certifications page included with original signature
 - ☐ Part B. Year 2006-2007 Narrative Continuation Plan
 - ☐ Community Collaboration
 - ☐ Services to Families and Children
 - ☐ Measurable Goals and Outcomes
 - ☐ Qualifications of Staff Providing Services to Families
 - ☐ Evaluation & Data Collection
 - ☐ Part C. Budget
 - ☐ Status of Carryover
 - ☐ Budget Summary with original signatures by the authorized signatories
 - ☐ Budget Detail with columns for total, MDE, and local share cost (cash match and in-kind)
 - ☐ Great Parents, Great Start Sources Local Match Detail
 - ☐ Great Parents, Great Start Further Detail for Outgoing Transfers
 - ☐ Part D. Support of Community Collaborative (Submission by September 29, 2006)
 - ☐ Part E. Assurance of Commitment to Collaborate (copy as many times as necessary) or letters, including statement of collaborative relationship on each. Must be submitted by September 29, 2006.
 - ☐ Attachments (if applicable)

ATTACH THIS FORM TO THE ORIGINAL PLAN, ACCORDING TO PACKAGING AND DELIVERY INSTRUCTIONS ON PAGES 5 & 6. PLANS NOT MEETING THE ABOVE STANDARDS WILL BE RETURNED TO THE GRANTEE.

Package received by MDE:

Staff Initials _____

Date _____

Great Parents, Great Start
FISCAL YEAR 2006-2007 AMOUNTS TO BE REQUESTED

| District Code | Agency | 05-06 Alloc | Amount to Be Requested |
|----------------------|--|--------------------|-------------------------------|
| 03000 | Allegan County Intermediate School District | \$ 33,741.00 | \$ 50,732.00 |
| 04000 | Alpena-Montmorency-Alcona Educational Service District | \$ 18,327.00 | \$ 27,556.00 |
| 08000 | Barry Intermediate School District | \$ 7,988.00 | \$ 12,011.00 |
| 09000 | Bay-Arenac Intermediate School District | \$ 77,908.00 | \$ 117,141.00 |
| 11000 | Berrien County Intermediate School District | \$ 72,894.00 | \$ 109,602.00 |
| 12000 | Branch Intermediate School District | \$ 40,255.00 | \$ 60,527.00 |
| 13000 | Calhoun Intermediate School District | \$ 70,631.00 | \$ 106,199.00 |
| 15000 | Charlevoix-Emmet Intermediate School District | \$ 27,102.00 | \$ 40,750.00 |
| 16000 | Cheboygan-Otsego-Presque Isle Educational Service District | \$ 29,662.00 | \$ 44,599.00 |
| 18000 | Clare-Gladwin Regional Education Service District | \$ 24,552.00 | \$ 36,916.00 |
| 19000 | Clinton County Regional Educational Service Agency | \$ 22,832.00 | \$ 34,330.00 |
| 72000 | COOR Intermediate School District | \$ 20,141.00 | \$ 30,284.00 |
| 31000 | Copper Country Intermediate School District | \$ 24,847.00 | \$ 37,360.00 |
| 21000 | Delta-Schoolcraft Intermediate School District | \$ 31,969.00 | \$ 48,068.00 |
| 22000 | Dickinson-Iron Intermediate School District | \$ 20,169.00 | \$ 30,326.00 |
| 17000 | Eastern Upper Peninsula Intermediate School District | \$ 18,564.00 | \$ 27,912.00 |
| 23000 | Eaton Intermediate School District | \$ 34,448.00 | \$ 51,795.00 |
| 25000 | Genesee Intermediate School District | \$ 177,141.00 | \$ 266,346.00 |
| 27000 | Gogebic-Ontonagon Intermediate School District | \$ 15,190.00 | \$ 22,839.00 |
| 29000 | Gratiot-Isabella Regional Educational Service District | \$ 36,239.00 | \$ 54,488.00 |
| 30000 | Hillsdale County Intermediate School District | \$ 21,427.00 | \$ 32,217.00 |
| 32000 | Huron Intermediate School District | \$ 25,348.00 | \$ 38,113.00 |
| 33000 | Ingham Intermediate School District | \$ 104,883.00 | \$ 157,700.00 |
| 34000 | Ionia County Intermediate School District | \$ 22,918.00 | \$ 34,459.00 |
| 35000 | Iosco Regional Educational Service Agency | \$ 11,305.00 | \$ 16,998.00 |
| 38000 | Jackson County Intermediate School District | \$ 101,712.00 | \$ 152,932.00 |
| 39000 | Kalamazoo Regional Educational Service Agency | \$ 64,806.00 | \$ 97,441.00 |
| 41000 | Kent Intermediate School District | \$ 120,755.00 | \$ 181,565.00 |
| 44000 | Lapeer County Intermediate School District | \$ 35,625.00 | \$ 53,565.00 |
| 46000 | Lenawee Intermediate School District | \$ 73,904.00 | \$ 111,121.00 |
| 14000 | Lewis Cass Intermediate School District | \$ 16,010.00 | \$ 24,072.00 |
| 47000 | Livingston Educational Service Agency | \$ 44,284.00 | \$ 66,585.00 |
| 50000 | Macomb Intermediate School District | \$ 273,846.00 | \$ 411,750.00 |
| 51000 | Manistee Intermediate School District | \$ 13,815.00 | \$ 20,772.00 |
| 52000 | Marquette-Alger Regional Educational Service Agency | \$ 32,675.00 | \$ 49,130.00 |
| 53000 | Mason-Lake Intermediate School District | \$ 20,039.00 | \$ 30,130.00 |
| 54000 | Mecosta-Osceola Intermediate School District | \$ 35,955.00 | \$ 54,061.00 |
| 55000 | Menominee County Intermediate School District | \$ 9,610.00 | \$ 14,449.00 |
| 56000 | Midland County Educational Service Agency | \$ 23,269.00 | \$ 34,987.00 |
| 58000 | Monroe County Intermediate School District | \$ 78,857.00 | \$ 118,568.00 |
| 59000 | Montcalm Area Intermediate School District | \$ 39,204.00 | \$ 58,946.00 |
| 61000 | Muskegon Area Intermediate School District | \$ 59,107.00 | \$ 88,872.00 |
| 62000 | Newaygo County RESA | \$ 27,574.00 | \$ 41,460.00 |
| 63000 | Oakland Schools | \$ 187,704.00 | \$ 282,228.00 |
| 64000 | Oceana Intermediate School District | \$ 6,099.00 | \$ 9,170.00 |

| | | | |
|-------|--|----------------|----------------|
| 70000 | Ottawa Area Intermediate School District | \$ 74,812.00 | \$ 112,486.00 |
| 73000 | Saginaw Intermediate School District | \$ 84,672.00 | \$ 127,311.00 |
| 76000 | Sanilac Intermediate School District | \$ 26,723.00 | \$ 40,180.00 |
| 78000 | Shiawassee Regional Education Service District | \$ 42,789.00 | \$ 64,337.00 |
| 74000 | St. Clair Regional Educational Service Agency | \$ 65,560.00 | \$ 98,575.00 |
| 75000 | St. Joseph County Intermediate School District | \$ 28,323.00 | \$ 42,586.00 |
| 28000 | Traverse Bay Area Intermediate School District | \$ 86,323.00 | \$ 129,794.00 |
| 79000 | Tuscola Intermediate School District | \$ 54,573.00 | \$ 82,055.00 |
| 80000 | Van Buren Intermediate School District | \$ 70,722.00 | \$ 106,336.00 |
| 81000 | Washtenaw Intermediate School District | \$ 76,868.00 | \$ 115,577.00 |
| 82000 | Wayne Regional Educational Service Agency | \$ 429,696.00 | \$ 646,083.00 |
| 83000 | Wexford-Missaukee Intermediate School District | \$ 29,003.00 | \$ 43,608.00 |
| | Grand Total | \$3,325,395.00 | \$5,000,000.00 |

Great Parents, Great Start Program Grants

**TANF INCOME REPORTING GUIDELINES FOR STATE
MDE/DHS Maintenance of Effort Data Collection**

Effective July 1, 2006 to June 30, 2007
This Chart Reflects **200% of the Poverty Level**

| Household Size | 200% of Federal Poverty Guidelines | | |
|--|------------------------------------|-------|-------|
| | ANNUAL | MONTH | WEEK |
| 1 | 19,600 | 1,634 | 376 |
| 2 | 26,400 | 2,200 | 508 |
| 3 | 33,200 | 2,766 | 638 |
| 4 | 40,000 | 3,334 | 770 |
| 5 | 46,800 | 3,900 | 900 |
| 6 | 53,600 | 4,466 | 1,030 |
| 7 | 60,400 | 5,034 | 1,162 |
| 8 | 67,200 | 5,600 | 1,292 |
| For each add'l family member add | +6,800 | +566 | +130 |

SAMPLE
FURTHER DETAIL FOR OUTGOING TRANSFERS
 (Related to Function Code 400)

Agency Receiving Funds: Greenwood Public Schools

| Description of Anticipated Expenses | MDE Funds | Agency Match Funds | | Total Funds |
|---------------------------------------|---------------|--------------------|-------------------------------|---------------|
| | | Cash | In-Kind | |
| ½ time Parent Educator | | | | |
| Salary | 15,000 | | | 15,000 |
| Benefits | | 1,000 | | 1,000 |
| Early Childhood Conference Attendance | | 500 | | 500 |
| | | | | |
| Playgroup Supplies | 500 | | | 500 |
| | | | | |
| Newspaper Inserts (Monthly) | 1,000 | | 3,000* (*from local paper) | 4,000 |
| | | | | |
| Grand Totals | 16,500 | 1,500 | 3,000 | 21,000 |

Agency Receiving Funds: King County Health Department

| Description of Anticipated Expenses | MDE Funds | Agency Match Funds | | Total Funds |
|---|---------------|--------------------|--------------|---------------|
| | | Cash | In-Kind | |
| ½ time Nurse Educator (½ Home Visitor, ½ WIC Parent Educator) | | | | |
| Salary | 20,000 | | | 20,000 |
| Benefits | 4,000 | | | 4,000 |
| | | | | |
| Office Space and Equipment | | | 2,500 | 2,500 |
| | | | | |
| | | | | |
| | | | | |
| Grand Totals | 24,000 | | 2,500 | 26,500 |

Agency Receiving Funds: Guidance Clinic

| Description of Anticipated Expenses | MDE Funds | Agency Match Funds | | Total Funds |
|--|-----------|--------------------|---------|-------------|
| | | Cash | In-Kind | |
| Purchase and printing of Welcome Baby Bags | | 1,000 | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Grand Totals | | | | |

| | | | | |
|------------------------------------|---------------|--------------|--------------|---------------|
| Grand Total of All Agencies | 40,500 | 2,500 | 5,500 | 47,500 |
|------------------------------------|---------------|--------------|--------------|---------------|

REACH OUT AND READ PROGRAMS IN MICHIGAN (BY COUNTY)

| | |
|------------------|--|
| Bay | Pediatric and Adolescent Medicine - Bay City (5th district) |
| Calhoun | Family Health Center of Battle Creek - Battle Creek (7th district) |
| Clinton | David A. Huff, D.O. (Satellite) - Elsie (Unknown district) |
| Dickinson | Dickinson Pediatric Clinic - Iron Mountain (1st district) |
| Genesee | Hurley Medical Center, Ambulatory Pediatric Services – Flint (5th district) |
| Jackson | Center for Family Health, Inc - Jackson (7th district) Jackson Comm. Action Agency, Head Start (Satellite) - Jackson (7th district) Northeast Health Center (Satellite) - Jackson (Unknown district) |
| Kalamazoo | Borgess ProMed Pediatrics - Kalamazoo (Satellite) - Kalamazoo (6th district) Borgess ProMed Pediatrics - Portage (Satellite) – Portage (6th district) Borgess ProMed Pediatrics – Richland – Richland (6th district) Bronson Rambling Road Pediatrics – Portage (6th district) Bronson Rambling Road Pediatrics (Satellite) – Oshtemo (6th district) Family Health Center – North - Kalamazoo (6th district) Family Health Center - South (Satellite) - Kalamazoo (6th district) Michigan State University / Kalamazoo Center for Medical Studies - Kalamazoo (6th district) Pediatrics P.C. – Portage (6th district) |
| Kent | Devos Children's Hospital - Grand Rapids (3rd district) Heritage Pediatrics, Saint Mary's Mercy Medical Center - Grand Rapids (3 rd district) St. Mary's Mercy Medical Center, Sparta Health Center - Sparta (2 nd district) Wege Institute Family Practice – 3000 - Grand Rapids (3rd district) Wege Institute Family Practice – 4000 - Grand Rapids (3rd district) |
| Lake | Family Health Care – Baldwin – Baldwin (2nd district) |
| Macomb | Jay Eastman, MD – Chesterfield (10th district) Jay W. Eastman, MD, PC - Clinton Township (12th district) |

| | |
|-------------------|---|
| Newaygo | Family Health Care – Grant (2nd district) Family Health Care - White Cloud (2nd district) |
| Oakland | Elijahou Kam, MD, Pediatric Office – Southfield (12th district) Jay W. Eastman, M.D., P.C. – Birmingham (9th district) Oakland County Health Division, Child Health Clinics – Pontiac (9th district) |
| Saginaw | Chesaning Family Medicine (Satellite) – Chesaning (Unknown district) Janes Street Academic Community Health Center - Saginaw (5th district) Partners in Pediatrics - Saginaw (4th district) Roy E. Small, D.O. (Satellite) – Chesaning (Unknown district) Synergy Medical Education Alliance - Saginaw (4th district) |
| Shiawassee | After Hours Care (Satellite) – Owosso (Unknown district) Amy Blaising Wallace, D.O. (Satellite) – Owosso (Unknown district) Arnold Medical Clinic (Satellite) – Owosso (Unknown district) Durand Family Health Center (Satellite) – Durand (Unknown district) Friendly Family Care (Satellite) – Owosso (Unknown district) Memorial Healthcare – Owosso (4th district) North Street Medical Center, PC (Satellite) – Owosso (Unknown district) Ovid Main Street Clinic (Satellite) – Ovid (Unknown district) Owosso Internal Medicine (Satellite) – Owosso (Unknown district) Perry Family Practice (Satellite) – Perry (Unknown district) Pittsburg Family Healthcare, P.C. (Satellite) – Laingsburg (Unknown district) Shiawassee Family Medicine (Satellite) – Corunna (Unknown district) |
| Washtenaw | Corner Health Center – Ypsilanti (15th district) Univ. of Michigan, Briarwood Health Associates - Ann Arbor (15th district) Univ. of Michigan East Ann Arbor Health Center - Ann Arbor (15th district) Univ. of Michigan Ypsilanti Center – Ypsilanti (15th district) |
| Wayne | Children's Hospital of Michigan, Child and Family Life - Detroit (13th district) Oakwood Pediatrics – Dearborn (15th district) Providence-Mission Health Medical Center, Immunization Clinic - Livonia (2nd district) University Internal Medicine Specialists |